



Level 2 Certificate In  
**BUSINESS IMPROVEMENT TECHNIQUES**

## Qualification Specification

Qualification recognition number: 601/4341/1

Qualification Reference: L2CBIT

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## Contents

<b>Centre Requirements</b> .....	<b>1</b>
1.1 Introduction .....	1
1.2 Data Protection .....	2
1.3 Complaints .....	2
1.4 Enquiries.....	2
<b>Qualification Information</b> .....	<b>3</b>
2.1 Qualification Outline .....	3
2.2 Additional Information .....	3
2.3 Progression .....	4
2.4 Assessment Principles.....	4
2.5 Qualification Structure.....	4
2.6 Barred Components and Exemptions .....	5
<b>Assessment Principles and Component Specifications</b> .....	<b>6</b>
3.1 Assessment Principles.....	6
3.2 Component Specifications .....	7
<b>Centre Information</b> .....	<b>18</b>
4.1 Centre Operations Manual .....	18
4.2 Initial Assessment and Centre Learner Support .....	18
4.3 Identification Requirements and Learner Authenticity.....	19
4.4 Legal Considerations .....	20

## Section One

### Centre Requirements

#### 1.1 Introduction

##### Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

##### Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

##### Our Vision

“We envisage a place in which every learner realises their full potential.”

##### Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <http://www.futurequalsquals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

## Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **Level 2 Certificate in Business Improvement Techniques**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

### 1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

### 1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

### 1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd  
EMP House  
Telford Way  
Coalville  
Leicestershire  
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

E-mail: [qualifications@futurequals.com](mailto:qualifications@futurequals.com)

Website: [www.futurequals.com](http://www.futurequals.com)

## Section Two

### Qualification Information

#### 2.1 Qualification Outline

##### Purpose and Aims

The purpose of this Level 2 Certificate in Business Improvement Techniques is to provide learners with an understanding of business improvement techniques. These techniques can be applied to a variety of sectors, from manufacturing through to office based roles. They ensure that business processes are planned and executed as efficiently as possible, identifying and minimising waste, whilst ensuring the highest quality.

**The Total Qualification Time (TQT) for this qualification is: 18**

**Guided Learning (GL) for this qualification is: 102 hours**

**Minimum credits required to achieve the qualification: 180**

**Suitable for age ranges: 16-18, 19+**

**Method of assessment:** Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

**Grading:** There is no specific grading criteria for this qualification.

**Entry guidance:** There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

#### 2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/Qualifications> and CCEA Regulation in Northern Ireland <http://ccea.org.uk/regulation>.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites:

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<http://www.delni.gov.uk>

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

### 2.3 Progression

The Level 2 Certificate in Business Improvement Techniques has been designed to support progression on to the Level 2 NVQ Diploma in Business Improvement Techniques and the Level 3 Diploma in Business-Improvement Techniques.

### 2.4 Assessment Principles

The FAQ Level 2 Certificate in Business Improvement Techniques must be assessed according to the Semta Assessment Principles.

### 2.5 Qualification Structure

To achieve the Level 2 Certificate in Business Improvement Techniques learners must achieve a minimum of 18 credits. They must complete 5 mandatory components in Group M (15 credits) and achieve a minimum of 3 credits from the optional components in Group O.

At least 18 of the credits must be achieved at Level 2 or above.

Group M - Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	R/602/4137	Statutory Regulations and Organisational Safety Requirements	3	2
2	F/602/4148	Contributing to effective team working	3	2

3	L/602/4203	Contributing to the Application of Workplace Organisation Techniques	3	2
4	A/602/4214	Contributing to the Application of Continuous Improvement Techniques _Kaizen_	3	2
5	L/602/4220	Contributing to the development of visual management systems	3	2

Group O1 – Optional Components			
URN	Component Name	Credit Value	Level
T/602/2526	Contributing to carrying out lead time analysis	3	2
D/602/2536	Carrying out set-up reduction techniques	3	2
H/602/2540	Contributing to the application of problem solving techniques	3	2
H/602/2604	Contributing to the application of kanban control systems	3	2

URN	Component Name	Credit Value	Level
T/602/4146	Contributing to the analysis and selection of parts for improvement	3	2
J/602/4166	Carrying out autonomous maintenance	3	2
Y/602/4186	Contributing to the creation of standard operating procedures _SOP_	3	2
D/602/4173	Carrying out flow process analysis	3	2

## 2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

## Section Three

### Assessment Principles and Component Specifications

#### 3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

##### Introduction

Semta the Sector Skills Council for the Science Engineering Manufacturing Technologies

Sector, has produced this Component Assessment Strategy to:

- assist those undertaking assessment, internal and external quality assurance of occupational competence
- encourage and promote consistent assessment of B-IT components
- promote cost effective assessment plans

This document also provides definitions for:

- the scope of activities and the characteristics of typical learners undertaking B-IT components at level 2, 3 and 4
- the qualifications and experience required for Assessors and Verifiers
- the assessment environment and notes on simulation/replication
- access to components

and requirements relating to:

- carrying out assessments
- performance evidence
- assessing knowledge and understanding

The importance and value in which employers and learners place on undertaking B-IT components will provide a key measure of Semta's success with this component assessment strategy. Another key

For further information regarding Semta's assessment principles please visit:

[http://www.semta.org.uk/pdf/Business-Improvement-Techniques-\(B-IT\)-Level-2-3-and-4.pdf](http://www.semta.org.uk/pdf/Business-Improvement-Techniques-(B-IT)-Level-2-3-and-4.pdf)



### 3.2 Component Specifications

## Component 1: Statutory Regulations and Organisational Safety Requirements

Component Reference Number: R/602/4137

Level: 2

Credit: 3

GL: 14

### Component Summary

This component provides the learner with an understanding of the Health and Safety at Work Act, as well as the skills and knowledge required to carry out risk assessments and minimise risks.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Know the principal provisions of the Health and Safety at Work Act and other current legislation	1.1 Identify the principal provisions of the Health and Safety at Work Act current legislation and other current legislation
	1.2 Describe the principal provisions of the Health and Safety at Work Act and other current legislation
2 Know how current legislation affects health and safety issues in respect of employers, employees and the public	2.1 Describe how current legislation affects health and safety issues in respect of employers, employees, and the public
3 Know how to obtain information and relevant advice on the organisations health and safety policy	3.1 Obtain information and relevant advice on health and safety legislation and guidelines
	3.2 Source expert assistance when help is needed on the organisations health and safety policy
4 Know the general safe working practices associated with operations in the workplace	4.1 Describe the general safe working practices associated with operations in the workplace
	4.2 Describe the implications and consequences of the appropriate legislation and guidelines not being followed
5 Know the types, causes, and consequences of workplace accidents and emergencies	5.1 Identify the types of accidents and emergencies that can occur in the workplace
	5.2 Describe what are the root cause of accidents and what are the methods for preventing them
	5.3 Describe the far reaching consequences of workplace accidents
	5.4 Describe the first aid arrangements required in the workplace
6 Know the procedures to be followed in the event of accidents, injuries, the evacuation of the premises, and dangerous occurrences or hazardous malfunctions	6.1 Identify the procedures to be followed in the event of accidents or injuries
	6.2 Describe what an evacuation of the premises would require
	6.3 Describe what would be considered a dangerous occurrence or hazardous malfunction

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
7 Know the hazards and risks associated with work activities and the importance of being involved in the risk assessment procedure	7.1 Describe what is meant by a 'hazard'
	7.2 Describe what is meant by a 'risk'
	7.3 Identify the hazards and risks that are found in the workplace, and who could be affected
	7.4 Describe why risk assessments are necessary, and who needs to be involved in their production
8 Be able to carry out a risk assessment activity	8.1 Carry out a risk assessment using a given scenario and complete a risk assessment sheet
	8.2 Describe the criteria for carrying out a risk assessment
	8.3 Describe what documentation will be used in a risk assessment
	8.4 Describe what techniques are necessary to ensure a risk assessment is carried out effectively
	8.5 Describe how the results of a risk assessment would be publicised
9 Know the steps necessary to minimise the risk of injury or damage when moving a load	9.1 Describe what is meant by manual and mechanical handling
	9.2 Identify what regulations apply to manual handling and lifting, and why they are needed
	9.3 Describe their responsibilities with regard to safe manual handling
	9.4 Describe the correct technique for safe manual handling
10 Be able to correctly and safely move a load using the appropriate methods and techniques	10.1 Manually lift a load using the correct manual handling procedure
	10.2 Describe the correct procedure and technique needed to carry out the safe manual lifting of a load
11 Know how to apply good housekeeping and safe working practices as a basis for the safe implementation of lean business activities	11.1 Describe how good housekeeping and safe working practices are a basis for the safe implementation of business activities
	11.2 Describe how good housekeeping and safe working practices are integral activities and key parts of lean business activities, such as, 5S, 5C, TPM, Set up reduction techniques etc.

## Component 2: Contributing to effective team working

Component Reference Number: F/602/4148

Level: 2

Credit: 3

GL: 18

### Component Summary

This component provides the learner with the skills, knowledge and understanding required to work effectively as part of a team.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Know the different types of team roles, and how they contribute to effective team working	1.1 Identify different types of team roles
	1.2 Describe how different team roles contribute to effective working
	1.3 Identify the skills needed for an effective team
2 Know how working relationships need to extend across appropriate work groups and departments	2.1 Classify the different types of work groups
	2.2 Identify the need for appropriate working relationships
	2.3 Describe working relationships across work groups and departments
3 Be able to identify individual strengths and weaknesses, and how they contribute to the effectiveness	3.1 Identify strengths and weaknesses using a workplace situation or a given scenario
	3.2 Describe how individual strengths and weaknesses contribute to the effectiveness of a team
	3.3 Categorize and relate observations to team performance
	3.4 Identify what team skills are important for different environments
	3.5 Identify strengths and weaknesses in an existing team
4 Know how individuals behaviour and appearance may be perceived by others	4.1 Describe how appearances can be deceptive
	4.2 Describe the potential dangers associated with stereotypes
5 Know the importance of creating and maintaining effective working relationships	5.1 Describe the importance of good working relationships
6 Know the types of problems and difficulties that can occur within team working relationships, and how they can be resolved	6.1 Identify the types of problems and difficulties that can occur within team working relationships
	6.2 Describe how problems and difficulties within team working relationships can be resolved
7 Know the importance of sharing knowledge, information, and performance measures within the team	7.1 Describe the importance of sharing appropriate information
	7.2 Describe the importance of performance measures related to business performance
	8.1 Understand how to treat sensitive information

8 Know how to present information in an amicable and constructive manner, in relation to the team or individual circumstance	8.2 Present information in a non-threatening and positive manner
9 Be able to use different types of communication methods, in order to keep others informed	9.1 Use written, visual, and verbal means to create a forum for sharing ideas, problem solving, and for keeping others informed
	9.2 Identify the different types of communication methods
	9.3 Describe how different types of communication methods are applied
10 Know how to identify the mixture of skills and experience available within a team	10.1 Identify the mix of available skills and experience that will be of benefit to the team
11 Know how the mixture of skills and experience within a team, contributes to effective team working	11.1 Describe how the available skills and experience in a team, is used to contribute to effective team working

### Component 3: Contributing to the Application of Workplace Organisation Techniques

Component Reference Number: L/602/4203

Level: 2

Credit: 3

GL: 22

#### Component Summary

This component provides the learner with the skills, knowledge and understanding required to apply the steps of workplace organisation and carry out a workplace organisation audit.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know what a work environment is, and what is meant by an organised working environment	1.1 Describe a working environment
	1.2 Describe what is meant by an organised working environment
2 Be able to identify the benefits that can be achieved by having an organised working environment	2.1 Identify from a given scenario, examples of poor workplace organisation, and what improvements could be made
	2.2 Describe what an organised working environment looks like
	2.3 Describe the benefits that can be had by having an organised working environment
3 Know the methods and techniques for workplace organisation, and how they are used	3.1 Identify the 5 steps involved in workplace organisation
	3.2 Identify when the steps of workplace organisation are used
	3.3 Describe where the steps of workplace organisation are used
	3.4 Describe why the steps of workplace organisation are used
4 Know how the steps of workplace organisation are implemented	4.1 Describe the different stages of workplace organisation
	4.2 Describe the order that the different stages of workplace organisation are implemented
5 Be able to apply the first three steps of workplace organisation	5.1 Select a suitable area to carry out the activity
	5.2 Apply the first three steps of workplace organisation, by contributing to A workplace organisation activity
	5.3 Describe what 'sorting out/ clearing up' is, why it is done, its benefits, and the stages involved.
	5.4 Describe what 'straighten/ configuring (organising)' is, why it is done, it's benefits, and the stages involved.
	5.5 Describe what 'scrub/ clean' is, why it is done, it's benefits, and the stages involved

6 Know the fourth and fifth steps of workplace organisation in order to sustain and improve the workplace	6.1 Describe what 'standardising/ conforming' is, why it is done, it's benefits, and the stages involved
	6.2 . Describe what 'self-discipline/ custom and practice' is, why it is done, it's benefits, and the stages involved
7 Be able to carry out a tagging exercise	7.1 Carry out a tagging exercise
	7.2 Describe the preparations required to carry out an effective tagging exercise
	7.3 Describe how a workplace tagging activity is carried out to assist in the removal of unwanted items from the workplace
8 Know how to redeploy or dispose of non-essential items from the workplace	8.1 Describe how to carry out the redeployment of non essential items from the workplace
	8.2 Describe how to dispose of non essential items from the workplace
9 Know why it is necessary to audit workplace organisation activities, and the tools and techniques that are used	9.1 Describe the reason for auditing the activity, and the audit process
	9.2 Identify the tools and techniques that are used to measure the performance of a 5 step workplace
10 Be able to carry out a workplace organisation audit	10.1 Carry out a workplace organisation audit
	10.2 Describe the criteria for carrying out a workplace organisation audit
	10.3 Describe what documentation will be used
	10.4 Understand what techniques are necessary to ensure the audit is carried out effectively
	10.5 Describe how the results of the workplace organisation audit will be publicised
11 Know how aspects of health, safety, and team work may improve as a result of good workplace organisation	11.1 Describe how improved workplace organisation can improve health and safety
	11.2 Describe how improved workplace organisation can improve team work and communication
12 Know how workplace organisation fits in with other lean business techniques	12.1 Describe how effective workplace organisation is fundamental to other lean methodologies, for example TPM, SMED
	12.2 Describe how effective workplace organisation techniques fit in with other lean methodologies, for example TPM, SMED

## Component 4: Contributing to the Application of Continuous Improvement Techniques \_Kaizen\_

Component Reference Number: A/602/4214

Level: 2

Credit: 3

GL: 20

### Component Summary

This component provides the learner with the skills, knowledge and understanding required to improve productivity in the working environment.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Know the importance and need to continuously improve productivity in the working environment	1.1 Describe the underlying principles that support continuous improvement
	1.2 Describe the meaning of continuous improvement, competitiveness, productivity, and breakthrough improvement
	1.3. Describe why continuous improvement in the marketplace allows a company to keep its competitive edge
2 Know the types of improvement that can be made as part of continuous improvement	2.1. Describe the improvements that can result from kaizen deployment
	2.2. Describe the types of improvement appropriate to their workplace
3 Know what is meant by the term 'waste' in business, and how it affects productivity	3.1. Describe what is meant by the term 'waste'
	3.2. Identify waste in the manufacturing process
4 Be able to contribute to the elimination of 'waste' in a workplace	4.1. Identify 'waste', and suggest how to eliminate it
	4.2. Describe the methods used to eliminate 'waste'
5 Know what benchmarking is	5.1. Describe the term benchmarking, and how it is applied
	5.2. Describe typical benchmarking measures
6 Know the potential benefits of benchmarking	6.1. Describe the potential benefits of benchmarking
	6.2. Describe how to apply benchmarking in the workplace
7 Know how to identify the type of improvements that can be made in the workplace	7.1. Identify the areas where improvements can be made
8 Know the '12' steps to carrying out a continuous improvement activity	8.1. Identify the '12' steps to carrying out a continuous improvement activity
	8.2. Analyse the facts and identify possible solutions
	8.3. Choose the best solution
9 Be able to carry out a continuous improvement activity	9.1. Carry out a continuous improvement activity
	9.2. Describe the key factors to achieving a successful continuous improvement activity

	9.3. Recognise and consider the key factors to achieving a successful continuous improvement activity
10 Know the key performance indicators that are used to measure improvements	10.1. Describe the key performance indicators that are used
11 Know how performance indicators are applied, and the results visually communicated	11.1. Describe appropriate performance measures
	11.2. Describe simple ways to visually display results
12 Know the role of standard operating procedures in sustaining improvements	12.1. Describe the role of standard operating procedures in sustaining improvements
13 Know the importance of an appropriate environment for improvement	13.1. Describe the barriers to implementing change
	13.2 Describe the factors that encourage a culture of continuous improvement

## Component 5: Contributing to the development of visual management systems

Component Reference Number: L/602/4220

Level: 2

Credit: 3

GL: 14

### Component Summary

This component provides the learner with an understanding of 'visual management' and the skills and knowledge required to carry out a visual management activity.

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Know what is meant by 'visual management', and the benefits that can be gained from having visual management systems in place	1.1 .Describe what is meant by 'visual management'
	1.2 . Describe what benefits can be gained by applying a visual management system
2 Know how the principles and processes of visual management can be applied in the workplace	2.1. Describe the principles and processes of visual management
	2.2. Describe how visual management can be applied in the workplace
3 Know the different forms of visual management, and to what part of the business they can be applied	3.1. Describe the different forms of visual management
	3.2. Identify the parts of the business to which they can be applied
4 Be able to display information, and key business and local performance measures	4.1. List the visual management systems in the current working environment
	4.2. Identify what information is displayed, and its effectiveness
	4.3. List the information, and key business and local performance indicators that can be displayed visually
	4.4. Describe the effect of the displays
5 Know the improvement actions and measurement techniques that will facilitate the deployment of a visual management system	5.1. Describe what actions and improvements will facilitate the deployment of a visual management system
	5.2. Describe the measurement techniques that can be displayed within a visual Management system
6 Know how to employ an improvement action that requires a visual management system activity within a work area	6.1. Describe how to employ an improvement action that requires a visual management system
	6.2. Select an area to display information
7 Know how to prepare and carry out the visual management activity within a chosen work area	7.1. Describe how to prepare the visual management activity within a chosen work area
	7.2. Describe how to carry out a visual management activity within a chosen work area

<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
8 Be able to display and maintain information, using the most appropriate and effective methods	8.1. Design a simple visual management system to display data
	8.2. Justify the design, production, and maintenance of the visual management system
	8.3. Display the information gained using the most appropriate and cost effective measures
	8.4. Maintain the information displayed cost effectively
9 Know how further improvement actions continue to drive the information and development of the system	9.1. Describe how further improvement actions will drive the implementation of the system
	9.2. Describe how further improvement actions will help the development of the system
10 Know how visual management systems fit in with other lean business activities	10.1. Describe how visual management systems fit in with other lean business Activities, for example TPM, JIT, SMED
	10.2. Identify the type of activities suitable for using visual displays

## Section Four

### Centre Information

#### 4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

#### 4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

## 4.3 Identification Requirements and Learner Authenticity

### Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

### Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

**Statement of confirmation of authenticity**

*I declare that the work presented for this component is entirely my own work.*

The learner must sign and date the declaration.

#### **4.4 Legal Considerations**

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

# FutureQuals<sup>™</sup>

INSPIRING LEARNING AND SKILLS

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